



BE PARA READY CLUB CERTIFICATION

Karate for every ability!

REFERENCE GUIDE

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INTRODUCTION

When one thinks of a Karate practitioner (karate-ka), most people conjure up images of someone with notable strength, agility, and great performance capacities in aerial stunts. Not every student, however, for a variety of different reasons, is capable of meeting such preconceived standards or notions of athleticism and performance. Individual capacities, strengths and weaknesses, among able-bodied practitioners of the sport may vary greatly. Now, consider a person with a disability. Such a person does not necessarily fit the stereotypical image of a karate-ka. People with a disability encompass the same needs, ambitions, and goals as any other athlete. What differs in their context are the means through which such persons learn, practice, and develop as karate-kas. Coaching is a key component.



Many coaches feel that they may need specialized skills or training to work with persons with disabilities. However, this is simply a misperception. Coaching an athlete with a disability is no different than working with an able-bodied athlete.

The coach has the responsibility to know their athlete: their character, their abilities, and their limitations. The coach should primarily focus on the athlete's abilities and continually set goals for improvement. Most coaches generally possess the skills and knowledge needed to optimize their athletes. This manual is designed to support the coach who will be working with athletes with disabilities – specific to Karate. It should be consulted and used by those whom wish to learn specific aspects considered unique to coaching persons with a disability. Moreover, this manual is designed to help coaches increase their level of comfort when working with these individuals.

KARATE FOR EVERY ABILITY

Be Para Ready is designed to support karate clubs in fostering a more inclusive environment.

Karate Canada believes in a model of inclusion and integration within local Karate clubs as participants move through the long-term development model. Integration is the process of combining or bringing together two things to create a whole. Integration in Karate brings para athletes into already established Karate clubs and programs.

Karate For Every Ability: Be Para Ready should be considered a baseline - a starting point and guide to making Karate integrated and inclusive.

This Resource is designed primarily for coaches, Karate clubs, and program administrations who support Para Karate in Canada; however, useful information is included to anyone who supports or engages with para Karate programs. This resource is intended to support organizations and programs to become more inclusive and develop a better understanding of the sport of Para Karate and how to best support athletes with a disability.

The National Coaching Certification Program (NCCP) identifies four reasons that everyone participates in sport:

- **Achievement** - wish to improve and pursue excellence
- **Affiliation** - desire to have positive relations
- **Self-direction** - wish for sense of control
- **Sensation** - experience five senses surrounding a sport.

The Canadian Disability Participation Project (CDPP) identified six building blocks that lead to positive sport experiences for people with disabilities: **belonging, autonomy, mastery, challenge, engagement, and meaning.**

WORKING WITH DISABLED PERSONS

People with disabilities for the most part do not want sympathy. They want to be treated as equals. However, there are times when certain practical adaptations or modifications are required in order for that person to be treated equitably to an able-bodied athlete. The key to success is to make the environment for the student as fair (and challenging) as possible. (ie. within their capabilities, have the student do the same exercises, drills, or techniques as the able-bodied students).

Modern Karate is accessible to people of all physical and mental capabilities. When teaching Karate, the goal is for the student to succeed. The majority of the students learn through watching and practising. However, not all students learn in the same manner. It is up to the coach to know the student well enough to make the correct adaptations or modifications in order for the student to succeed.

Communication is the first step. The coach should meet with the student and/or parent(s) first. In doing so, the coach will have a better understanding of the needs, abilities and goals, of the student. Moreover, it will help the coach better develop an understanding of the necessary adaptations or modifications required for the student. In parallel, the student will be able to develop a stronger level of comfort and confidence in beginning Karate. Depending on the circumstances, the coach could also speak with the other students in order to sensitize to the needs of the student with a disability; thereby, preventing any undesired treatment towards the student with a disability from his/her peers. For more specific information concerning the communication process, please refer to the *Communication* section, page 20.

There are two general categories when referring to persons with a disability: Intellectual and Physical.

INTELLECTUAL DISABILITIES

For the purposes of this document, the term intellectual disabilities will encompass many different disorders/syndromes including, but not limited to, learning disabilities, attention deficit/hyperactivity disorder, Down syndrome, and autism. Similar teaching strategies are used regardless of the intellectual disability present.

When teaching persons with an intellectual disability, each learning task should be introduced one step at a time. This avoids overwhelming the student. Once the student has mastered one step, the next step should be introduced. This is a progressive, step-wise, learning approach.

Most people are kinaesthetic learners. This means they learn best by performing a task “hands-on”. This is in contrast to abstract thinking. A hands-on approach is particularly helpful for students with an intellectual disability. They learn best when information is concrete, in context, and directly observed.

The two characteristics shared in varying degrees among all individuals with intellectual disabilities are one’s limitations in intellectual functioning and one’s adaptive behaviour. Limitations to one’s intellectual functioning could include difficulties with one’s memory recall and task sequencing. Students with limitations in their intellectual functioning may demonstrate poor initiation, questionable motivation and learned helplessness. Common issues pertaining to adaptive behavioural concerns in such students may include difficulties with their conceptualisation, socialisation and practical skills. Individuals with intellectual disabilities may also exhibit deficits in self-determination, choice making, problem solving and goal setting.

Students who have a mild intellectual disability could demonstrate delays in cognitive, social and adaptive behaviour skills. With the proper strategies and supports in place, these same individuals could function very well in the dojo.

In contrast, a student with a significant intellectual deficit will not be able to perform equally to his/her peers both in terms of cognitive and physical performance in the dojo. In fact, in the absence of properly implemented adaptive strategies and supports in the training and practical programs, it is both expected and understood that the student will fall behind as he/she gets older and as his/her peers progress in their abilities, further impairing the student's progress and psychological health in the sport. It is the responsibility of the coach to implement the correct strategies in order to insure their student's every success.

Students with intellectual disabilities can achieve success in the dojo, once their needs are identified and met with supportive adaptations. Curriculum and instruction must also be carefully adapted or modified to help these students reach their potential. While these students will have limitations, these limitations co-exist alongside other strengths within the individual. Such strengths should be promoted to support success.

Independence and self-reliance should always be the primary goals of all instructional strategies employed with students with intellectual disabilities.

Useful Strategies used in teaching students with intellectual disabilities include, but are not limited to, the following techniques:

- Teach one concept or technique at a time;
- Teach one step at a time to help support integration of steps, recall, and sequential application of steps in a progressive fashion;
- Facilitate teaching instruction to students in small groups, or one-on-one, if possible;
- Always provide multiple opportunities to practice skills in a number of different settings in order to promote skill application transference;
- Use positive reinforcement along with both physical and verbal prompting to guide correct responses and elicit continued positive responses;
- Face the person when speaking to them;
- Give clear and simple instructions, in context;
- Pay close attention to pronunciation and use clear communication;
- Ask closed-ended questions (yes/no response);
- Treat adults as such;
- Speak to the person and not his/her assistant.

For more information on specific Intellectual Disabilities, please refer to the *Classification of Disabilities* section, page 11.

PHYSICAL DISABILITIES

There are many types of physical disabilities, including:

- Mobility related disabilities
- Medical disabilities (Cerebral Palsy, Multiple Sclerosis, Stroke, etc.)
- Disabilities that result from brain injuries

Sometimes physical disabilities are obvious; however, it is not always possible to overtly identify someone with a physical disability or a medical related disability (ie. Arthritis).

Considerations: Some physical disabilities require the use of an assistive device (a wheelchair or walker). Physical disabilities may affect a person's ability to stand, walk, sit or move around. Some physical disabilities are episodic; they can flare up, and then go through periods of remission (ie. Multiple Sclerosis). Some persons with disabilities may be accompanied by a personal support.

Useful Strategies used in teaching students with physical disabilities include, but are not limited to, the following techniques:

- With athletes who have mobility issues, let them know the accessible routes and facilities;
- Plan your curriculum so that it includes the physically disabled student;
- Encourage students to tell you about any accessibility concerns;
- Arrange to meet with the student to discuss specific needs;
- Identify and clearly express the course content, and recognize the student's limitations;
- Allow the student to position themselves in the dojo where they feel best fits their physical needs;
- Organize an area where they can place their assistive device;
- Be considerate of the student's limitations and abilities;
- Ask permission from students before touching their assistive device (wheelchair, crutch, walker, etc.);
- When speaking to a person in a wheelchair, sit down;
- Allow them to set their own limits, do not presume;
- Do not bring unnecessary attention to their needs. Be inclusive.

For more information of specific Physical Disabilities, please refer to the *Classifications of Disabilities* section, page 11.

TEACHING KARATE

Karate is based on very specific, logical principles. When you understand such principles, then you are best equipped to teach that art to others regardless of a student's ability or disability. In principal, teaching persons with disabilities is no different from teaching any other person. Implementation of adaptive techniques or strategies is important.



In recent years it has become socially acceptable for persons with disabilities to physically train in order to promote optimal, physical, psychological, and mental health. However, despite such increased social acceptance, stigmas and stereotypes remain, especially when considering persons with compromised neurological or muscular control. Being willing to learn is the most important tool you can have as a coach of someone with a disability.

The coach may be reluctant to take on the teaching challenge of a person with a disability. Even once accepted, such students may find it difficult to integrate within the group and be considered as an equal. It is the coach's responsibility to accommodate the student and identify the best strategies to complement the student's abilities and limitations insofar that the student will be integrated and accepted among the other able-bodied students. This culture shift is a process that includes the mutual collaboration of students and instructor/coach.

A coach may use a written journal to keep track of the student's progress. This can begin as early as the initial meeting between coach and student. An *Initial Student Evaluation* report could be completed (see Appendix I).

INTEGRATION AND INCLUSION MODELS

There are few differences with the general approach of supporting athletes with a disability compared to able-bodied athletes.

Para athletes want access to the same opportunities as their non-disabled counterparts, with the focus on their abilities. That said, taking the time to learn more about each athlete as an individual, while including their unique needs, will help you support them in a safe, inclusive, and effective way. Although each athlete is different, there are some general considerations to be aware of for different impairment types.

Integrated (Open): Training/Programming takes place within a dojo without modification or Para-specific coaching.

Included (Adapted vs Modified): Training/Programming takes place within a dojo with modifications and coaching specific to your needs.

Parallel: Training/Programming takes place alongside the dojo (same time and place), but with modification and a dedicated Para Coach.

Separate: Training takes place and is supported by the dojo but is Para focused and takes place at a different time and place.

There are two aspects of teaching that can be applied in the dojo when working with disabled persons: **Adaptive** or **Modified** programs.



ADAPTED Program

The student learns the same techniques, but adaptations are provided so the student can participate in the regular program.

Possible Adaptations: *These are just suggestions. It is recommended that the coach meet with the student to implement the correct Adaptations.*

- Allowing a lower kick;
- Changing the target of a punch;
- Precision of a block may be altered;
- Allowing extra time to complete a kata.

MODIFIED Program

The student's ability prohibits him/her from doing the regular techniques. Therefore, changes must be specifically selected to meet the student's special needs in order to have success.

Possible Modifications: *These are just suggestions. It is recommended that the coach meet with the student to implement the correct Modifications.*

- Changing a kick for a punch (or vice-versa);
- Allowing for a different stance;
- Having a technique completely omitted or change;
- Allowing a technique to be performed on the left side rather than the right (or vice-versa).

Successfully **Adapting** or **Modifying** techniques to the individual is a major factor in the student's success. The coach should work with the student to develop adaptations or modification appropriate to them.

For more specific strategies on teaching karate to persons with a disability, please refer to the *Classifications of Disabilities* section, page 10.

CLASSIFICATION OF DISABILITIES

Note: The classifications of disabilities below are listed by the level of recognition:

1. Official WKF level classifications.
2. Karate Canada recognized classifications.
3. Other types of disabilities that may be interested in karate.

The first category are classifications that are part of an official WKF event. The second are additional classifications that can be included at a Karate Canada event. Finally, there may be other persons with disabilities that may not fit into the above mentioned classifications. Such students should still be welcomed into the dojo.

The classifications are to be used as a general reference only. This list is not exhaustive of all disability types. For further information on how to work with persons with a disability, please consult with a member of Karate Canada's Para Committee.



WKF RECOGNIZED CLASSIFICATION

BLIND AND VISUALLY IMPAIRED (WKF K10)

Levels of Classification:

1. Total Blindness
2. Severe Visual Impairment

Karate Application:

- Teaching should be hands on. It gives the student a reference point.
- Physically demonstrate the techniques (blocks, stances, punches, kicks, grab techniques, etc.) on the student to help them understand the sensation.



WHEELCHAIR USER (WKF K30)

Levels of Classification:

1. Upper body is affected
2. Upper body is not affected

Note: Trunk control may vary

Karate Application:

- Be sure there is adequate access to all parts of the dojo.
- Focus on the upper body techniques.
- If the student is able, work on stomping techniques with the front wheels of the wheelchair.

WKF RECOGNIZED CLASSIFICATION

INTELLECTUAL IMPAIRMENT (WKF K21, K22)

Cognitive Difficulties:

1. Learning
2. Memory
3. Speaking
4. Problem-Solving
5. Memory

Behavioural Difficulties:

1. Aggression
2. Expression of emotions
3. Communicating or socializing
4. Letting others know their needs

Note: Degree of difficulty vary as each person with an Intellectual Impairment unique.

Karate Application:

- Use basic visual and verbal instructions in order to develop cognitive processing skills.
- Use frequent progress checks.
- Give immediate feedback.
- Instructions should be concise and short.
- Depending on the student's ability, adaptations and/or modifications should be made.



WKF RECOGNIZED CLASSIFICATION

DOWN SYNDROME

Down syndrome occurs when an individual has a full or partial extra copy of chromosome 21.

Physical Traits:

1. Low Muscle Tone
2. Small Stature
3. Upward Slant to the Eyes
4. Single Deep Crease across the Palm

Note: Degree of the physical traits vary as each person with Down Syndrome is unique.

Karate Application:

- Use basic visual and verbal instructions in order to develop cognitive processing skills.
- Use frequent progress checks.
- Give immediate feedback.
- Instructions should be concise and short.
- Depending on the student's ability, adaptations and/or modifications should be made.
- Develop the curriculum to improve gross motor skills, coordination, and balance.



WKF RECOGNIZED CLASSIFICATION

ATHLETES WITH AUTISM (K23)

The primary symptoms of autism include problems with communication and social interaction as well as repetitive interests and activities.

Each student with an Autism Spectrum Disorder is unique and will have different abilities. Symptoms may range from very mild to quite severe.

Mild: The student is more likely to have personality disorders and/or have difficulties with social interactions.

Severe: The student may have a cognitive disability, sensory difficulties, and/or self-stimulatory behaviour (stimming).

Karate Application:

- Stay within the student's visual field.
- Maintain a routine.
- Demonstrate and have the student replicate your movements.
- Smooth and quick transitions.
- Give forewarning of change.
- Overlook stimming behaviours.
- Respect sensory sensitivities.
- Whenever possible, give the student a sense of responsibility.

WKF RECOGNIZED CLASSIFICATION

STANDEE (STANDING MOBILITY IMPAIRMENT - K40).

CEREBRAL PALSY

Severity

Mild - The student can move without assistance. His or her daily activities are not limited.

Moderate - The student will require use of braces, medications, and adaptive technology to accomplish daily activities.

Severe - The student will require use of a wheelchair and will have significant challenges in accomplishing daily activities.

The effects of Cerebral Palsy may vary:

The student may:

1. Be dependent on electric wheelchair for mobility.
2. Be dependent on assistive devices.
3. Display uncontrolled muscle spasms.
4. Display difficulties with balance.
5. Have trouble with hand-eye coordination.
6. Have limping of arms or legs.
7. Have slurred speech.
8. Possess weak trunk control.
9. Demonstrate uncontrolled movements in limbs and/or face.

Karate Application:

- Despite the physical disability, speak to the student in a normal tone. For the most part, there is no intellectual disability.
- Be sure there is adequate access to all parts of the dojo.
- Develop the curriculum to improve gross motor skills, coordination and balance.
- Depending on the student's severity and how he/she is affected, adaptations and/or modifications should be made. In some instances, there might not be a need for any adaptations or modifications.

OTHER TYPES OF DISABILITIES

ADD/ADHD

Levels of Classification

Inattentive - Student manifests symptoms of inattention or easy distractibility but isn't hyperactive or impulsive.

Hyperactive impulsive - Student manifests symptoms of hyperactivity and impulsivity, but not inattention.

Combined - Student manifests symptoms of inattention, hyperactivity, and impulsivity.

Karate Application:

- Maintain routine.
- Instructions should be concise and short.
- Make frequent eye contact.
- Empathize self-control.
- Adjust instruction time to match attention spans.
- Plan to repeat instructions.
- Use basic instructions in order to develop attentive skills.
- Use physical contact (a hand on the shoulder) to focus attention.
- Ease transitions by providing cues and warnings.
- Whenever possible, break up a technique into manageable segments.



OTHER TYPES OF DISABILITIES

AMPUTEE

Levels of Classification

1. Double or Single leg above or below knee
2. Double or Single arm above or below elbow
3. Combined upper and lower extremities

Karate Application:

- There is no one definitive way to teach as each amputee is different. Depending on the student's ability, adaptations and/or modifications should be applied.

HEARING IMPAIRED

Levels of Classification

1. Total Deafness
2. Partial Deafness

Karate Application:

- Stay in the student's visual field.
- If the student can lip read, try to avoid covering your mouth.
- Place a hearing impaired child in line where he or she has a good field of vision of both you and any training aids.
- Demonstrate the technique insofar that the student can see the movement.
- Provide written directions.



COACHING DISABLED ATHLETES

Often times, there may be an initial stress when a coach meets an athlete with a disability for the first time. The coach may be concerned about how to speak appropriately to or address the athlete.

Physical Disabilities:

When working with an athlete with a physical disability, a coach may risk focusing too much on the student's disability. Moreover, a coach may also be overly concerned that the athlete might get hurt in training or practice. In order to best help his/her student, a coach should be familiar with the athlete's baseline abilities and limitations. Training should be goal-oriented.

Intellectual Disabilities:

The coach might question the athlete's level of understanding and his/her ability to integrate and apply learned information. The coach may also become concerned about any behavioural issues. It is important that the coach be well organized and be prepared with appropriate lesson plans. Training should be thorough and not rushed. Activities should be adapted to the athlete's developmental age. Repetition and patience is important.

Integration:

There may be instances where the coach could be concerned about how to best integrate the athlete with a disability with other non-disabled athletes. It is important to note that there are both practical and psychosocial factors to consider in integrated training and practice. The coach may be unintentionally over protective of the athlete with a disability. The coach may also be hesitant to include the athlete in situations where there may be physical contact. Finally, the coach may also be concerned with how the athlete with a disability would be accepted by fellow participants or parents.

Coaching Strategies:

- Expose the athlete to training sessions where practice and competition scenarios occur. Explain what he or she will be observing;

- Maintain open dialogue with the athlete and/or parents
- Gestural cues (Thumbs up, pat on the back, high five, etc.);
- Use of visual aids (photos, videos, etc.);
- Make words command-oriented. Use short directives in context;
- Verbally reinforce the athlete immediately after a desired action;
- Make sure an athlete maintains visual contact with his/her coach. If needed, physically prompt the athlete to look at his/her coach;
- Cue the athlete as required. Ask the athlete questions rather than resorting to always providing directions: Encourage independent thinking;
- Use the Coach's Checklist (see Appendix IV).

A Coach should be:

- Respectful: Speak to the athlete the way you would want to be spoken to;
- Clear: Use words that an athlete is able to understand;
- Concrete: Use words that are specific and in context;
- Concise: Use descriptive “keywords”: Do not use long sentences;
- Consistent: Use the same cue words for the same actions.

When a coach is presented with an athlete with a disability, communication is an essential element for their success.



COMMUNICATION

Please note some suggested communication strategies:

1. **Welcoming the athlete.** Treat the athlete as an athlete first; do not focus on the disability. Meet with the athlete and parents to find out what his/her abilities, limitations and goals are. This will allow the coach to overcome any initial misconceptions or misperceptions of the student.
2. **Learn more about the disability.** As a coach of an athlete with a disability, it would be beneficial to learn more about the disability. This can be done through research and/or consulting a professional.
3. **Develop a rapport.** Spend time and observe the athlete. Allow the athlete to explain their limitations and abilities. The goal is not to ignore the disability but to look past it and develop a coach/athlete relationship.
4. **Establish trust.** Trust is based upon open dialogue between the coach and the athlete. The coach should be able to ask difficult questions about the disability.
5. **Parental or Guardian involvement.** The coach should meet with the parent(s) or guardian of the athlete. There may be noted discomfort in addressing the disability and the sport's physical requirements. Parents or guardians of athletes should be encouraged to expose their child to the sport and to accept that their child enjoys the physical risks within.
6. **Establish goals and objectives.** The athlete should have goals. It is the coach's responsibility to discuss and review with his/her athlete the means to reach his/her goals. Goals should be realistic, measureable, attainable, yet challenging for the athlete.
7. **Ensure equality.** The coach should approach and treat the athlete with a disability like any other athlete. Avoid favoritism or privileged treatment.
8. **Develop a well structured plan.** Once the coach develops an awareness and understanding of the athlete's baseline abilities and subsequent goals, the coach should develop a plan to ensure the advancement and success of the athlete.

LANGUAGE AND INTERACTIONS

Refer to a disability only when relevant. Consider if referring to someone including their disability as a descriptor is needed.

When possible, ask the athlete how they would like to be described. Remember to ensure trust and rapport are present before. You can also ask a trusted family member or relevant organization that works with them or has more knowledge.

Avoid made-up words. This includes “diversability” and “handicapable”, unless using them in direct quotes or to refer to a movement or organization. In addition, colloquialisms like “special needs”, challenged, handicapped, etc. are not recommended.

Avoid comparisons that refer to people without disabilities as “normal” or able-bodied sports as “normal” sports. Using people with disabilities vs able-bodied or people without disabilities is appropriate.

Speak directly to a person with a disability, not to their companion, training partner or guide, parent, or sign language interpreter. A lack of immediate response does not indicate that the person can’t or won’t respond.

If you are unsure of how you should interact with a person with a disability, just ask them. Just because someone has a disability, do not assume they need help. Do not give assistance without asking first. You can ask if they would like help, but don’t ask repeatedly or qualify the response with “are you sure?” Respect someone’s choice. If the situation is dangerous, help just as you would help someone without a disability.

When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.) You can also offer a fist or an elbow.

LANGUAGE AND INTERACTIONS

When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

Do not be embarrassed if you happen to use common expressions like “See you later” or “Got to be running along” that seem to relate to the person’s disability.

A person’s mobility equipment, such as a wheelchair, scooter, or cane, is part of their personal space. Do not touch or move it without permission, even if someone puts it down or chooses to leave it somewhere. Leaning on someone’s wheelchair is like leaning on their shoulder. Don’t sit or use someone’s wheelchair or mobility device. It is vital that the owner knows where their equipment is always.

Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short or closed-ended questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.

A reminder that it’s okay to not fully understand the nuances. Do not pretend that you do. Building a relationship and trust with the participant or athlete is the best place to start. Once trust has been established, be open and honest in conversations and ask permission to seek more information by asking them questions.

Do not make assumptions.

PARA-KARATE PERFORMANCE PATHWAY

The Para-Karate Performance Pathway is designed to provide support for coaches and athletes at all levels of development from awareness to international success.

AWARENESS

Athlete learns that sport is available for people with disabilities, they find a club and also learn about the Paralympics.



INVOLVEMENT

Athlete gets involved with karate. Depending on their situation, this could be with an adaptive club, family or a local club.



INDEPENDENCE

Once an athlete is an independent karate-ka, they may be ready for integration into a tournament.



INTEGRATION

Participants join others of the same skill level and proceed through the LTD within that program.



PROSPECT

Athletes attend provincial team trainings and attends provincial qualifying tournaments. Athletes will need to compete classification documents depending on their disability.



PROVINCIAL TO NATIONAL MEMBER

Athletes who medal at Nationals will become National Team Roster members which will make them eligible to be selected to represent Canada at international events/games.



PREPARING FOR COMPETITION

A good coach can see by a student's progression, whether or not he or she would be successful in competition. Listed are the stages, from initial contact, in developing a para-karate athlete.

1. Introduction:

- Meeting with the student and parent(s) in order to understand the capabilities of the student;
- Introducing the student to karate.

2. Learn the Basics:

- Having the student become aware of his/her abilities;
- Challenging them to try to exceed in their abilities;
- Teaching the student that it is good to challenge themselves to perform to the best of their ability.

3. Advancement:

- Learning the fundamentals of karate;
- Promoting fitness;
- Exposing the student to kumite and bunkai. Slowly having the student experience contact;
- If the coach sees potential, focusing on certain kata;
- Assist the student in psychologically progressing themselves from student to now being an athlete in para-karate.

4. Teach How to Train:

- Working with the athlete in order to optimize and maximize performance;
- Teaching the athlete how to train on their own so that they can further themselves outside of the dojo.

5. Preparing for Competition:

- Have the student use the Athlete's Checklist (see Appendix III);
- Watch videos of the athlete's kata;
- Learning and accepting the value of winning and losing;
- Teaching how to focus on certain areas in order to better their chosen kata;
- Expose the athlete to competition;
- If the student has mobility issues, verify the accessible routes and facilities.

6. Set Objectives for:

- Preparation for the event, both physically and mentally;
- Performance of the kata;
- Desired result.

7. During Competition:

- Remain near the athlete;
- Remain positive;
- Stay patient, the athlete may have many questions;
- Regardless of performance, give positive feedback.

8. Post Competition:

- Regardless of outcome, stay positive;
- Learn from experience;
- Make needed corrections;
- Focus on the next competition.

APPENDIX I: INITIAL STUDENT EVALUATION

Name: _____ Age: _____

Disability: _____

Parent/Guardian: _____ Phone Number: _____

Assisted Device: YES NO

Balance

- Proficient
- Minor Difficulty
- Noticeable Difficulty
- Unable
- Not Applicable

Coordination

- Proficient
- Minor Difficulty
- Noticeable Difficulty
- Unable
- Not Applicable

Strength

- Proficient
- Minor Difficulty
- Noticeable Difficulty
- Unable
- Not Applicable

Endurance

- Proficient
- Minor Difficulty
- Noticeable Difficulty
- Unable
- Not Applicable

Communication

- Proficient
- Minor Difficulty
- Noticeable Difficulty
- Unable
- Not Applicable

Attentiveness

- Proficient
- Minor Difficulty
- Noticeable Difficulty
- Unable
- Not Applicable

Notes:

APPENDIX II: ATHLETE CHECKLIST

Name: _____

Address: _____

Phone Number: _____

- Do I know how I am getting to the tournament?
- Do I know my **Katas**?
- Do I need to speak with my coach?

What should I bring to the tournament?

- Uniform
- Red Belt
- Blue Belt
- Healthy Snack(s)
- Lunch
- Water Bottle
- Something to entertain myself during free time

APPENDIX III: COACH CHECKLIST

Athlete's Name: _____

Division: _____

Phone Number: _____

- Have I spoken to my athlete's parent(s) or guardian?
- Is my athlete registered?
- Is the venue accessible?
- Does my athlete have a means of transportation?
- Does my athlete have the proper sleep accommodations?
- Does my athlete have the proper meals available?
- Does my athlete have their Gi and Belt(s)?
- Review proper etiquette.
- Do I need to review the Kata(s) with my athlete?